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ABSTRACT

Implemented in an urban community college's child development teacher training program, this practicum project addressed the problem of discrepancies between training and work environments. General goals of the practicum were: (1) to design a learning styles training format for preschool teachers; (2) to provide teachers with factual information about modality-based learning styles theory; (3) to train teachers to analyze their own learning styles patterns; and (4) to train teachers to assess their own teaching behavior. Seminars provided an introduction to personal values and beliefs about teaching, perceptual learning styles, and personality or temperament types as they are related to teaching behaviors with young children. Subsequent expansion of the intervention provided instruction on personality styles and the curriculum; field trips; and an audiovisual presentation. Practicum evaluation data indicated that participants increased in awareness and sensitivity toward individual style patterns; increased in respect for diversity in others; showed flexibility and variability in classroom teaching behaviors; and understood basic concepts of learning. A 32-item reference list is included. Related materials, including survey forms, workshop lesson plans, and an instructional unit on the implications of temperament styles for college teaching, are appended. (RH)

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DEVELOPING A LEARNING-TEACHING STYLES SCHEME TO IMPROVE TEACHING BEHAVIORS OF COLLEGE CHILD DEVELOPMENT STUDENT INTERNS

BY

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DEVELOPING A LEARNING-TEACHING STYLES SCHEME TO IMPROVE TEACHING BEHAVIORS OF COLLEGE CHILD DEVELOPMENT STUDENT INTERNS

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Beverly Barber Martin

Cluster XIV

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Abstract

Developing a Learning-Teaching Styles Scheme to Improve Teaching Behaviors of College Child Development Student Interns. Martin, Beverly Barber, 1987: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Cognitive Styles, Learning, Learning Styles, Modality-Based Instruction, Perception, Teacher Education, Adult Education, Early Childhood Teacher Education, Staff Development.

This practicum project was designed to explore the relationship between individual learning styles patterns and the teaching behaviors of student interns. The primary goal was to strengthen teacher training methods to include a concentration on self development through a multisensory learning styles approach. A second aim was to examine the influence of adult personality types on the positive and negative behavior of young children.

The writer administered a survey to former students and identified their reactions to the training program; planned a series of interactive sessions with teachers; conducted multisensory learning and personality exercises with student interns. Lesson plans and resource units were monitored for application of the principles and a learning styles evaluation instrument was administered. The primary goal was to strengthen teacher training methods to include an expanded component on self development through a multisensory learning styles approach.

The results of the practicum were predictably positive. Analysis of the data revealed the Learning and Teaching Styles Scheme increased the participants awareness and sensitivity toward individual style patterns; revealed greater respect for diversity in others; and gave evidence of flexibility and variability in classroom teaching behaviors. The pretest to posttest results on the Learning and Personality Review indicated 100% clarity in understanding the basic learning concepts for 96% of the student interns. A second aim was to examine the influence of adult personality types on the positive and negative behaviors of young children.

CHAPTER I

INTRODUCTION

Description of Community

The practicum project took place in an urban community college's Child Development teacher training program. The college is located in a large midwestern city that has made in recent years political and economic adjustments from an industrial base to high technology, business, and the service industries in keeping with the changing focus of the society. The city has a thriving population that encompasses a diversity of racial-ethnic and social class populations. As individuals migrate to North America from other countries, there is a continous influx of new residents into the core of the city and surrounding suburbs.

In the neighborhood that surrounds the college, residential lifestyles vary from lower to upper socioeconomic levels, the latter reflected in the luxurious high-rise condominums that border the beaches of Lake Michigan, and the former in the pockets of congested housing areas. The college attracts students employed in semi-professional, professional and service-related jobs. The Adult Education program on campus has attracted individuals from within the

educational and business environment and includes a recently installed program that promotes small business training.

The college is one of nine community college campuses throughout a city that has a number of public and private undergraduate and graduate institutions of higher learning. One of the purposes of the community college system is to serve as feeder colleges for the state universities located within the city and throughout the state.

Writer's Role and Responsibilities

The writer's college is situated in a multi-ethnic community whose diversity is reflected in the makeup of the student body. In addition to the racial and ethnic groups that are characteristic of American cities, students enrolled in the college's degree and certificate programs come from various regions of Southeast Asia, South America, Haiti, Eastern Europe, the Middle East, and most recently, an influx of imigrant students from Russia. To meets the needs of its student population, the college has adopted several innovative approaches to program development. For example, English as a Second Language Program (ESL) with both on campus and off campus classes in the community was developed to assist in the assimilation of local residents. The ESL program has been cited by local community organizations for excellence.

Full-time enrollment in the college is approximately 5,000 students each semester. Students may enroll in a two-year course of study that transfers to a four year senior institution, or choose a career program, such as nursing, engineering, or computer science. The Child Development Program is included in this category of career programs. The number of students enrolled in evening college, off-campus programs, and adult education courses more than doubles the number of full-time students in the daytime college courses.

The Child Development program is a part of the Social Science Department. The program is similar in structure to child development programs across the nine campuses, but unique in terms of the diversity of its student population. The program has two full-time tenured faculty members and a number of adjunct instructors employed each semester to teach the evening courses. Students can elect to follow a 32 credit hour Advanced Child Development certificate program or the Associate of Applied Science (ASS) degree program which requires an additional 30 credit hours of general education courses.

The composition of students in the Child Development program differs little from the campus at large and tends to be predominately female. Many of the students are women with families, returning to college to better their employment options or to pursue an

unfulfilled dream of a college education. In view of this, they tend to be older than the general student population. The racial-ethnic composition of both the full and part-time Child Development student population tends to correlate to the overall student body (Chicago City Colleges Annual Report, 1984-85).

The Child Development Center, located on the main floor of the college's four-level structure, has three classrooms and serves children from age two through five years. The daily schedule is 8:30 a.m. to 4:30 p.m. and includes meals and naptime for the children. One of the three classrooms has been designated as a Head Start classroom and follows a slightly different schedule. All classes have homogeneous age groupings but allowances are made to fit variations in maturity levels. The children at the center reflect the racial-ethnic diversity within the community and this requires the staff to be particulary sensitive to the cultural variations that are reflected in the lifestyles of the families they serve.

Parents of the children are most often students enrolled in the college. College staff and faculty are minimally involved, but the facilities are open to their families. The regular staffing for each classroom includes a team of two teachers, supported by college work study students and student interns who become involved in the classrooms on a daily basis for an entire

semester during internship.

The writer is one of two faculty members in the Child Development program. As faculty member, the writer's role includes the following responsibilites:

1. Teach a minimum of twelve credit hours each semester, or a 24 credit hours each academic year.
2. Develop course objectives, course outlines, syllabi, assignments and evaluation instruments.
3. Coordinate classroom assignments to the Child Development Center.
4. Individual program advisement and monitoring of students' progress through the academic year.
5. Referrals to appropriate support services for family and personal counseling needs.
6. Support faculty member for the child development club.
7. Faculty inservice courses and seminars.
8. Member of rank committee and academic standards committee.
9. Coordinate off-campus field experiences for students.
10. Speaker for community organizations and public school programs.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

One of the chronic concerns associated with teacher training programs is having the assurance that students receive the skills that translate into competence and success later in the workplace. An underlying concern is the determination of how well students have sufficiently acquired self-management skills.

Transitional difficulties from training to job that have been experienced by many of the program's students is often viewed with dismay as faculty are repeatedly asked to write recommendations for the same student. Students communicate that there can be distinct differences between the philosophies and practices of the training program and the local child care centers.

When clashes occur and students have difficulty adjusting, they may leave their employment to begin another job search, or stay and submit to the unfavorable situation while suppressing their true feelings. Students with limited options often become victims in this type of situation. Many of the students are female heads-of-household, and upon completion of the program, they must either work or resort to less desirable forms of

financial support for their families. Students also leave the program with a strong desire to become financially independent and to prove some value for the hard work they put forth to become child care professionals. As novices in the workplace, faced with the problems described in this practicum report, students often experience a level of dissonance that leads them to question their own adequacy and capability to perform well in their chosen field.

In the past, little attempt has been made to address this problem. In reality, the college's Child Development program is pressured along with the other programs to maintain standards and uphold a position of viability among institutions of higher learning in the city. In recent years, the college system has done extensive marketing to attract students to its campuses and to discover ways to improve student retention.

In view of this, there are compelling reasons for faculty to expose students to those child care philosophies that correspond to the textbooks and teaching materials students are obligated to purchase for the courses. These materials tend to set the pace for acceptable instructional standards, and therefore become an important framework for the belief-value structure that underlies the practices of the program. In some ways the program is guided by textbooks more than the

happenings in the real world.

The difficulties students experience in their efforts to adapt the training program's child care philosophy to actual workplace practices is often viewed as a symbol of the program's higher credibility. Apart from the expectations of the college system, faculty are not inclined to deviate from their prescribed procedures.

In addition to the administration's monitoring of course materials, it can be observed that one of the highest compliments acknowledged by faculty is when former students return after graduation from four-year colleges or universities to report that the quality of instruction they received in our child development program is equal to or superior to their upper division experience.

Philosophical beliefs and practices are not discussed to any extent during faculty and staff meetings in spite of the fact that it is general knowledge that beginning teachers perform best in situations where there is congruence between personal values and practices. Therefore, while these factors may be overlooked or downgraded by trainers in their planning, the value conflict that many students encounter in the workplace is readily understood by faculty, but little has been done to acknowledge or remediate the situation.

In summary, the problem is perceived to be twofold: (a) a clash in character and style between the college's training program and the local child care centers; and (b) the type of training especially in the realm of adaptive and flexible teaching skills is another concern. Both of these aspects of the problem will be addressed in this practicum project.

Specifically, the problem is that students tend not to have adaptive teaching behaviors to call upon in their adjustment from training to job.

Problem Documentation

Since many students complete their training and continue to communicate with faculty, the writer has been in a position to observe their reactions to the experiences they have encountered after leaving the program. Concern for their welfare and the future of the training program has provided the impetus for the practicum project.

In order to document these concerns, a strategy was planned to gain written accounts of the opinions of former students. Names of students were collected from the alumni follow-up card file. Fortunately, there was evidence of recent updating of addresses and phone numbers. The Program Alumni Survey and the cover letter were designed and distributed (see Appendix A and B). Several former students who have been in contact with the

writer through the years were contacted and agreed to become assistants for the project. They were coached in regards to what to say and do and a packet of surveys was mailed to them. Subsequently, they distributed and collected surveys from students who attend the same four-year college, and from others who live in their community. Additional surveys with enclosed self-addressed stamped envelopes were mailed by the writer to other students on the list. The returned surveys were collected and the information was tallied.

Since 1983, 80 students have been awarded the advanced certificate in child development through the college's preschool educational training program. From the initial mailings, five letters were returned for apparent wrong addresses and eleven were never returned.

Many of the enrolled students take child development courses at the request of their employers and have no real intention of completing the entire program. They focus on meeting the minimum requirements established by state and local child care licensing agencies and complete only two or three of the course offerings. An account of student program completions from 1983 through 1986 as well as students who responded to the survey, is shown in Table 1.

TABLE 1

Former Student Responses

Year	Student Program Completions*	Responses Completed & Returned
1983	17	12
1984	20	14
1985	19	17
1986	24	21
	80	64

* student teaching is offered once each academic year.

Based on survey findings of employment experiences in private preschool and kindergarten centers, the writer was initially interested in an account of the type of placements they were given on the job, such as:

1. kindergarten versus preschool placements.
2. academically-oriented, structured settings, or
3. play-oriented, informal settings.
4. formal reading instruction at preschool and kindergarten settings.

Reasons for this concern were based on knowledge that the college's program emphasizes prekindergarten training that is more play-oriented and informal as opposed to academic and formal. These variances were already known from prior contacts with students, however, the survey provided a means of formally documenting the differences.

The survey findings revealed that 25 or 39% of the students had been employed in kindergarten placements and 84% or 54 placements had some type of formal reading instruction.

In some of the written accounts, students shared experiences of being disturbed with the child care center staff for insisting that they teach formal reading to pre-schoolers. Their personal views were dismissed as being of less importance than their willingness to follow the prescribed procedures of the center. Table 2 reveals student response to key points in the survey.

TABLE 2

Program Alumni Survey
(key responses)

Respondents = 64

	yes		no
1. Child care facility employment since completion of program	57	/	7
2. Student felt adequately trained	30	/	34
3. Student was required to present curriculum beyond focus of training experiences	53	/	11
4. Student was required to teach formal reading instruction	54	/	10

Most of the responses to the survey were in the realm of expected responses from the students. One student suggested that the training program lacked emphasis on practical application of techniques that could effectively be used in real-life situations encountered when working with children from troubled families. The student further commented that she felt this problem was more important than knowing what children should or should not learn.

This criticism uncovers yet another area of concentration that the training program needs to address more specifically, i.e. effective approaches to handling the complexity of family life in a rapidly changing society.

Further assessment of the results from the former students' survey supported the writer's suspicion that students faced with opposing teaching values and methods have difficulty accommodating their beliefs and adjusting their teaching styles. They lack the ability to take a prescribed task or lesson plan and creatively adapt it to the needs of the children. This was suggested when they expressed feelings of being trapped and inadequate to defend their own preferred way of planning for the children. One student referred to "giving up and doing it their way" as her way of managing the situation at the time.

The survey was beneficial to the program in areas unrelated to the project. It provided an updated account of those students who had elected to continue their education at a four-year institution, and those who have graduated from upper division colleges since 1983.

In addition to the Program Alumni Survey, the writer conducted several exploratory interviews with local child care directors. This procedure was enacted in two ways: (a) unannounced telephone conversations with directors who had employed students from the college in the past; (b) several personal visits to centers were made. The directors were selected from a listing of child care centers provided by students who had been employed at these centers. The visits were brief and the writer carefully assumed a non-threatening posture (no recording materials that would suggest evaluation). The conversations centered on the directors personal feelings and opinions, and there was no mention made of particular students.

The two-part interview plan was chosen to capture both the spontaneous and planned responses of the directors. From the seven interviews with child care directors, the writer was able to ascertain that the college's training program and the local centers differ in interpretation of what are the most important learning experiences for young children in preparation for their

impending elementary school experience.

The center directors discussed what they perceived to be the necessities for keeping a child care business profitable in a city with many other centers. The pressures from parents was also mentioned. Apparently, parents who generally lack knowledge and understanding of developmental theory, continue to have a strong persuasive influence on curriculum content. They especially push for early academics at the preschool level and this was noted by the directors.

In regards to the college's students, the directors felt that the Child Development program prepares students well as child care workers. There was little indication from them of any real concern about the students and there were no criticisms of the college's program.

Causative Analysis

The discrepancies between training and the workplace are common occurrences in child care facilities and to child care training programs. This does not diminish the importance of seeking practical solutions to this type of problem. Some contributing causes to the problem considered: (a) The focus on broader interpretations of cognitive theories by faculty, and less emphasis on more recent educational and developmental research on teaching and learning. The carryover from theory to practice may be weaker because of this; (b) The lack of the types of

skills that would enable students to make wiser employment choices; (c) Conflict arises when college trained students are employed at the same status level and often given comparable wages as child care workers who have had far less formal training; (d) Emphasis on formal reading instruction and basic skills curriculum at the kindergarten level is promoted by the public school system and this may unconsciously motivate some preschool programs to focus their energies on these skills in an attempt to minimize the possibilities of future school failure for the prekindergarten child. The formal skills are not stressed in the training program.

Students who complete the training program could be better prepared for the task of job selection, and thus would be able to demonstrate better critiquing skills when confronted with the task of choosing employment. There are usually enough jobs available in the community for students to make more discriminative choices, but in the past they have not been able to do this well enough, as evidenced by the identified problem.

During the final phases of the training program, students are guided to design a personal resume. Aside from this planning task, little else is usually done to prepare students for the different experiences they will encounter in the workplace. The student intern experience would be an opportune time to engage students in

self-evaluative behaviors. This would call for more personal involvement by the faculty coordinator, but conceivably the effort would be worthwhile if these steps could help to empower students with introspection and better coping skills when faced with situations that challenge their personal beliefs.

Another possible cause suggests a weaker training structure. Group consensus on the philosophical beliefs and practices for the training program are not clearly defined. There is an obvious lack of communication in this area. Most faculty interaction centers around student activity functions. Without a strong philosophical base that can be articulated to students and passed on to adjunct instructors, students are exposed to a potpourri of information which could translate into a diffused reference point for students to base their values upon when they have occasion to defend their beliefs. This more diffused type of learning can also affect their ability to defend their beliefs and to recognize when and why they might be uncomfortable in certain situations.

The writer has considered that faculty may be relegated to far more didactic teaching behaviors than necessary. A form of handcuffing can create a paradoxical situation where faculty display incongruency in what they say and do. Students are told about experiential learning

far more often then they are allowed to experience it for themselves. While considering reasons for this problem, the writer concludes that a root cause relates to the requirement imposed by the college's central administration on the structure and content of courses. There are formal, packaged unit modules for each course and numerous performance objectives that are to be covered in each unit as a framework for course content. Through the years, a system of control has developed through a common body of factual knowledge each faculty member expects students to have upon completion of a given course, regardless of the instructor. To some extent, a measure of the instructor's effectiveness for a course is whether or not the students have been exposed to this knowledge. Factual information continues to be highly regarded, while higher level thinking and creative thought are viewed more as incidentials to learning.

A drawback is that there are some real structural limitations to building in the type of flexibility that naturally occurs over time for a course. The traditional instructural materials have not been revised for over fifteen years, and many of the performance objectives are no longer as relevant as they were, but faculty continue to embrace them.

If the goal is for students to become more flexible and creative, then the nurturance of these qualities

should be a primary point of emphasis for the faculty and trainers as well as the students in the training program and the children in the Child Development Center.

Another possible reason for the stated problem is the fact that not enough laboratory time is built into the program. Actually, students have a classroom experience with the children for a designated period of time in only two courses throughout the entire training period. The method courses require structured observations and student-to-child assignments. This is far too limiting and may be less than enough to prepare students to practice and internalize the flexible teaching behaviors that the training faculty expect them to have. Also, this is really not enough time for students to begin to take notice of the various teaching styles of the more experienced classroom teachers.

The suggested causal factors outlined are, on a whole, interwoven into the structure of the training program, and the proposed plan to begin a process for change in one highly visible area, the Child Development center, is an important step toward positive relations between faculty and staff.

The Related Literature

Several interrelated themes surface as paramount when conceptualizing the parameters of the expressed problem: (a) beliefs-behavior incongruency; (b)

individual differences; and (c) learning and teaching behaviors.

For a teacher training program to maintain a position of respect in the academic world and to attract students, it must have a sound ideological structure. Compromise of traditional values and academic standards need not be a requirement for change, but a willingness to be open to new ideas is a positive posture to hold in order to remain a viable learning institution.

It is relatively easy to install pre-packaged instructional programs in an attempt to remediate educational problems. It is more difficult, however, to address the central core of the problem which can, in many instances, involve a closer examination of the belief systems that undergird instructional practices and the behaviors of teachers. In reality, the writer believes that this area must first be addressed before considerations for change and growth can be pursued.

Dobson and Dobson (1983) explain how important it is for teachers to understand their own values and beliefs before they dialogue with other professionals. They suggest that training programs install reassessment systems so that teachers can examine their existing philosophies in comparison to their classroom practices. Reassessment is also viewed as an important way to stir teachers to consciously think about what values children

need to have reinforced in the preschool and school years.

Belief-behavior incongruency is often perceived to be a root cause of many of the problems projected to students from the teacher's teaching style. For example, the evaluation of students progress and behavior with consideration for individual learner differences is often articulated as a value held by a certain teacher but may not be recognized when observing the teacher's behaviors in the classroom.

The congruency and incongruency actions of high school teachers were studied by Pearson (1985). Through systematic observations of the teachers over a period of time, behavioral patterns were monitored. Pearson's findings confirmed the initial premise that many teachers behave in ways that are often quite different from their expressed beliefs.

Rivera-Sutherland and Blanchard (1983) suggest that an overlooked problem is that teachers have difficulty analyzing their own values, in spite of a proliferation of writings since the 1970's on clarification of values in teaching. The manner in which students are prepared in training can influence the way they view experiences they encounter later in the workplace. Often teacher trainers and instructors are unaware of the ambiguous messages they send to students or the values they impose upon them

at a time when students are highly impressionable.

Whether termed educational renasissance, reform, or changing focus, definitions are meaningless unless school systems become a part of the educational reform movement (Jorde-Bloom, 1986). If educators are not open to concepts that were rejected a few years ago, this is indeed the point of danger expressed by those who envision the effects of stagnant minds on the quality of education provided for young children.

Gregorc (1979) documents the pressing need for alternative systems of education for both older and younger children. Jorde-Bloom (1986) extends this idea further by pointing to the changing scope of education and family, implying that the extent to which children are taught to adapt and survive is the degree to which society will be able to thrive. These abilities are absolute skills that children and adults must have in order to be productive in any phase of their lives in today's world.

As this relates to creative thinking, Torrance (1964) suggests that teachers have more personal power to bring about changes than they realize and educators can teach to produce divergent thinkers as readily as they now encourage convergent, unilateral thinkers.

Addressing the subject of individual differences is more than multiculturalism, bilingualism, or special

education. Futuristically-oriented educators realize the necessity for a broader understanding of the types of information that will need to be processed by students in order to survive in the changing world. The current information on learning behaviors, hemispheric specialization and brain compatible learning has become well circulated in research journals, but has been slow to filter down into the typical classroom.

Given the momentum of changes that have occurred and continue to occur in the realm of societal needs, it appears necessary that practical application begin to manifest in those places and with those individuals who directly effect the quality of lives of young children, namely, teachers and administrators. These efforts can begin with strategies to sensitize educators to reexamine traditional teaching practices and become more receptive to current knowledge on learning and achievement, and the influence of learning styles on these behaviors.

The attitudes and behaviors of Asian adult students in a basic education class was observed by Hvitfeldt (1986). With an awareness of individual differences and a need to better understand instruction within this type of setting, Hvitfeldt selected a single cognitive factor, field dependence and independence, and correlated these traits to the students achievement outcomes first, and then to the overall classroom environment. The findings

of this project revealed an important interrelationship between cross-culture, personality and social interactive behaviors. As the teaching styles of the instructor were aligned with the learning styles of the students, group harmony was evident, and substantial gains in achievement occurred.

It is generally known in teacher training circles that teachers who are creative and spontaneous tend to model these traits for their students. These teachers often have a natural proclivity to respect individual differences in students.

A broader awareness of the relationship between learning behaviors and individual differences, is expressed by Kitano (1985) who conducted an ethnographic study on gifted preschoolers by utilizing direct observation of behavioral patterns that uncover mental and social maturity in children. The sophistication of Kitano's work is commendable and factors like motivation, social interaction, play behaviors, and response style became the most important criteria for evaluation of individual differences.

In the area of higher education, a close examination of learning styles is considered by many educators to be a valid, workable teaching strategy to use with students. The focus has changed and has switched to the teacher as the individual who directly impacts on the type and

quality of student learning and achievement, so mastery of a skill or concept is viewed less as an attractive end result while process skills have become widely regarded as key aspects of teaching and learning. Davidman (1981) designed a series of teaching sequences for use with preservice teacher candidates. The study explored if students could be taught to creatively adapt ideas found in manuals and workbooks and modify them for their own use. The main objective of the teaching sequences was to take students through personal experiences with convergent and divergent problem solving tasks in order to show them how to creatively adapt existing materials when they are not interested in developing original work.

Davidman's work is an example of an endeavor to apply some of the more recent educational findings on learning and achievement to adult learners within a training situation. The emphasis on developing flexible, adaptive teaching without compromise of creativity or quality standards was viewed as a key factor in this practicum work, and a study of this nature served to reinforce these beliefs.

In describing the importance of the student-teacher relationship, Gorham (1985) states that every environment places a demand upon the individuals within it for adaptation and points to the powerful effect a teacher has on the minds of students. Roedell (1985) suggests

that as a powerful determinant of student success, a teacher's personality and personal style of teaching appears to be a more important factor than a student's ability level when it comes to achievement in a given course.

A basic overview of the modality-based learning styles educational theory begins with agreement on the human learning process. Simply stated, the structure of learning is about the same for everyone and involves the ability of an individual to extract meaning from daily experiences. Information is absorbed from these experiences through the perceptions or sense modalities. Although individuals process information through all of the senses, learning styles specialists suggest that the visual, auditory, and tactile-kinesthetic senses dominate and most people rely more heavily on one of these modalities over the others when it comes to mastering a skill or learning new concepts. The dominant modality is called a "learning strength" because learning occurs easiest within this modality (Dunn & Dunn, 1986; Barbe, 1985).

Learning styles, as defined by Gregorc (1979) refers to "distinctive behaviors" which serve as indicators of how a person learns from and adapts to his environment.

Learning styles techniques are viewed by educators as efficient ways to concentrate on <u>how</u> individuals

learn, instead of focusing on what is learned. The theory has evolved into a variety of instructional models. The underlying structure of the modality-based model is attractive because it places emphasis on the uniqueness of each learner and builds its structure in support of individual learner differences. Educators point out an important distinction between learning styles and other instructional programs is the fact that no special materials or equipment are required, only a broadened sense of basic learning principles that already exist, and a willingness to try them out in the learning environment and to look at each student differently.

When applied to the overall socialization of teachers, the term "learning styles" represents a wide range of behaviors that are influenced by personality, intelligence, attitudes, prejudices and biases, etc. However, for the sake of this practicum focus, the term applies more generally to personal development, creative expression, effective teaching and good decision making abilities.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

This practicum was designed to provide laboratory teachers who are trainers of students in a college preschool training program with a broader range of teaching-learning techniques that would enhance their practical skills as professional early childhood educators.

The general goals of this practicum were:

1. To design a learning styles training format for preschool teachers.
2. To provide teachers with factual information about modality-based learning styles theory.
3. To train teachers to analyze their own learning styles patterns.
4. To train teachers to assess their own teaching behavior.

Behavioral Expectations

At the end of the practicum implementation, participating teachers were expected to complete the following tasks to 80% mastery:

1. Participation in a series of small group and individual training sessions.

2. Examination of personal values and beliefs related to teaching behaviors.
3. Demonstration of increased knowledge and understanding of the modality-based theories of learning and instructional methodology.
4. Analyze personal learning style patterns.
5. Understand learning styles as adapted to early reading instruction.

Evaluation Instruments

The instruments selected for this practicum were chosen to complement the planned exercises in order that both tasks would enable the participants to internalize the concepts to a greater extent.

The Program Alumni Survey (see Appendix A) is a self-report questionnaire that consists of ten statements with yes or no responses and several questions requiring brief narrative answers. A cover letter introducing the project to the students accompanied the survey (see Appendix B). Former students who had completed the college's training program were asked to complete the questionnaire indicating the types of experiences they had in day care centers subsequent to their training, and the degree of satisfaction they felt with the selections they had made. This initial instrument confirmed the writer's suspicions that student dissatisfaction in the

workplace reflected the extent of their professional readiness to work in diverse situations.

The Teacher Beliefs-Value Inventory (see Appendix C) was compiled by the writer and administered to the original population early in the project. The inventory has three sections, each reflecting an aspect of teacher behavior. Section 1, the preschool child, Section 2, professionalism for teachers, and Section 3, self-analysis of personal traits. Responses were self-selections from five choices ranging from strongly agree to strongly disagree.

The Learning and Personality Review quiz (see Appendix D) was designed by the writer to reinforce students' understanding of some of the basic facts that are fundamental to a young child's learning process. The review quiz had two sections that were planned for pretest and posttest use. Part I had fifteen statements, thirteen with true-false-uncertain forced-choice selection categories, and two sentence-stem completions. The statements covered the areas under study -- basic learning concepts about young children, perceptual learning, and temperamental styles.

Part II of the review quiz had five value statements that required responses in the always-never- sometimes categories and requests for written comments.

One of the writer's basic premises is that students learn best about concepts that pertain to children when they have personal experiences with the concepts. In order for the student interns to begin to understand learning styles patterns in children, they were given a simple free-choice modality learning styles profile (see Appendix E) so they could understand how these ideas apply to the way adults learn as well. The profile was a single sheet with ten personal preference sentences that were open ended to be matched with three other statements in auditory, visual, and tactile-kinesthetic columns. The matching statements were to be prioritized with a numerical rating from zero to ten. Each statment received a number rating or zero, but the total had to equal ten.

Aften the ten statements were rated, the numbers in the modality columns were added and totaled. The three groups were again prioritized to represent primary, secondary, and tertiary learning strengths.

This experience provided the student interns with first-hand awareness of the different ways of responding that can affect a person's ability to learn from an experience.

To assist the students in their growing ability to manage difficult behaviors encountered in the preschool setting, the writer made a decision to add

another dimension to the practicum. It was perceived that as an awareness of learning styles can increase a person's tolerance and understanding of others, an understanding of temperament types and their influence on a teacher's behavior could enable interns to view discipline problems in other ways than locating solutions in textbook manuals.

Again, the plan was to take the students into the experience. An adaptation of a temperament styles profile (see Appendix F) was prepared that consisted of a rating scale with selections in nine personality dimensions with negative to positive polarities. A description of the words that describe adult criteria for the temperament styles was distributed (see Appendix G).

At the end of the semester, the student interns were asked to comment on the exercises that had been presented to them since the midterm period. The Learning Styles Evaluation form (see Appendix H) consisted of three sentence completion statements designed to assess the value or worth placed on the exercises by the students.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

There were several approaches considered to address the difficulties from training to workplace. Local child care centers could be encouraged to collaborate with the college program in an effort to review the services available to families in the community. This would be in keeping with the college's mission of community involvement and would serve to create the framework needed for discussion of the specific concerns described in this practicum.

Another possible solution would be to seek advice from the local agencies for the National Academy of Early Childhood Programs and the Child Development Associate National Credentialing Program, both affiliates of the National Association for the Education of Young Children (NAEYC) which makes a strong public statement for quality day care.

Educators have begun to incorporate research findings on thinking skills and learning behaviors into instructional strategies. These efforts and others have been made to effectively teach community college students across the nation, and particularly in large urban

settings. The average urban student population is vastly different from twenty years ago, and the diversity mirrors the racial-cultural and economic stratifications within a pluralistic society. Several years ago the term "non-traditional" was used to describe a small segment of the student population within a typical urban school system. Today the same term applies to the average student in a similar setting.

Research on learning styles instruction has been mainly at the grade school level, and in some instances, entire school systems have adopted the instructional method. Gradually, the thrust has moved into adult education in an attempt to meet the needs of diverse student populations to function in mainstream society. In addition to the proven value of the theory to increase academic achievement, learning styles educators claim the approach is valuable to address many of the supportive needs of students to become confident, inquisitive, and self-motivated learners.

Addressing the adult learner is of special interest in this practicum. The adult student brings a unique mindset to the college classroom that is richly endowed with life experiences and maturity, regardless of the extent of formal education.

Fischer and Fischer (1979) suggest that focus on the training of adults is a neglected area in teacher education and that teaching at the adult education level has been structured to fit perceptions of the learner at an adolescent stage of development, a time when learning potential has yet to peak and life's experiences and personal maturity have been limited by chronological age and cultural restrictions.

A similar concern about adult education is shared by Kuchinskas (1979) who states that less attention is placed on the personal qualities of teachers during training programs, therefore, teachers are apt to focus more on reasons external to themselves to solve classroom problems, instead of examining the interplay between student and teacher learning and personality factors.

In Gorham's (1985) model for preservice teacher training, college students were encouraged to diagnose and analyze their own learning styles and share the leadership role. Once the students understood their own style patterns, they were directed to confront the teacher's teaching style and to evaluate the entire instructional environment based upon their newly-acquired knowledge of the relationship between teacher behavior and learner outcome.

For the students, this experience brought on a great deal of growth and understanding as they became more assertive and self-directed learners. Gorham notes that the confrontation method that was used is a radical departure from the traditionally stratified roles found in most classrooms, and although this procedure might be uncomfortable for many teachers, it was recommended that all teachers be exposed to different types of teacher and student arrangements.

The writer's interest in this study focused upon the mixture of instructional styles. Both teacher and student-directed methods were combined to form a collaborative instructional format. The identification of personal learning styles and the shared leadership roles created a dynamic learning environment.

In spite of the evidence of continued use of traditional educational teaching practices, Conti (1985) noted that there is general agreement that collaborative learner-centered approaches are by far the best teaching strategies for adult education. Higher learning outcomes occur when students are equally involved in a giving and receiving instructional climate with the teacher. Conti outlined a paradigm for learning styles that provides a simple step-stage plan for use in preparation to match learning styles and teaching styles. The plan progresses

through four steps:

Step 1: Examine the student's learning style patterns using a self-report style informal inventory.

Step 2: Analyze the results and classify each learner's dominant style.

Step 3: Match the dominant learning styles of students with the teaching styles of teachers, and

Step 4: Adjust the teaching styles of the teachers to fit the students' learning styles.

The combination of the collaborative approach and the learning-teaching styles design was viewed as an attractive grouping for the practicum project.

Learning styles educators agree that a more effective strategy is for teachers to match their learning and teaching behaviors to the learning style patterns of their students. It would be very difficult, given the number of students in most school and community college classrooms, to reverse this procedure.

Teachers who can readily get information about their students' learning styles can individualize their instruction and create environments that stimulate enjoyment for learning. This can, in turn, enhance the students' self-perceptions as competent learners (Dunn & Bruno, 1986; Fiske, 1975).

Placing the onus on the teacher to make the

necessary adjustments and changes once learning styles and teaching styles are known is further supported by Armstrong (1985) and Cuccia (1985) who agree that emphasis should be placed on special training for educators in order to meet the needs of a disproportionately large numbers of learners of all ages who deviate from the norm and become either school dropouts, categorized as learning disabled, or fail to retain interest in learning as a lifelong, enjoyable process.

Although direct observation is considered to be a valuable way to assess learning style patterns, the use of a paper inventory is viewed as a practical and quick way to introduce the concepts within a group environment.

Upon examination of several of the models of educators who had similar interest in designing a learning styles format, it was discovered that the act of disclosure alone has proven to have an important role in the student-teacher interaction. Fourier (1982) studied 554 college students in an attempt to find some significance for the use of learning styles instruments with college students. With an experimental and a control group, two different inventories were presented, a cognitive style map for the experimental group, and a values inventory for the control group. As the

inventories were distributed, the project was explained. After the scoring was completed, and during individual sessions, findings were shared with the students in both groups. At the end of the semester, final grades were collected and compared. They revealed considerable differences in the experimental group and control group. It was concluded that the action of disclosure alone, even without a specific treatment plan, was the single most important factor for the higher grades of the experimental group.

This study suggest that knowledge of learning style traits alone can enable an individual to monitor his or her behaviors. Fourier notes that an unsubstantiated factor that may have contributed to the results is the teachers' involvement. Although minimal during the study, the teachers were aware of everything the students were doing, therefore the disclosure element alone, according to Fourier, may have influenced the teacher behavior.

A learning styles assessment procedure is a simple, nonthreatening way to encourage individuals to examine personal aspects of themselves. An instrument is only as valuable as the benefits derived from its use. This is, of course, also true for learning styles instruments. As evaluation tools, instructors utilize information from student learning profiles in order to plan more effective

teaching strategies. Fiske (1980) notes that while it is very difficult to match teachers with students directly, it is important for teachers first to recognize their own natural method of learning and then incorporate this information into the way they plan the learning environment.

Hunt and Gow (1983) presented a series of role-taking simulation exercises in a workshop series for teachers. The workshops were advertised to provide information to teachers on the instructional value of knowing their students learning styles. However, the main purpose was to focus the teachers on themselves, the active role they play in their students' achievement, and to give them another perspective on why they reach some students and not others.

Several of the basic teaching factors that appear in learning styles literature is the awareness of one's own learning style as necessary before one can understand the learning styles of others, and a teacher's teaching style is closely related to his or her learning style.

From the perspective of adult education, another consideration for problem resolution was to integrate an inservice plan similar to the 4MAT system described by McCarthy (1980) for use with teachers and teacher trainers as a way of introducing learning styles theory

and hemispheric preferences theory into teaching techniques. Recommendations for staff development include specific suggestions in order to bring about sustaining results, and include the following:

1. Recognize the value of staff development and plan long-range sessions.
2. Train for clarification of concepts so that teachers can understand the deeper meaning that extends beyond surface meanings.
3. Assist teachers to make connections between theoretical concepts they teach and actual life experiences of their students.
4. Require students to transfer what they learn in school to their personal lives outside of the classroom.
5. Incorporate learning styles and hemispheric concepts into the training procedure.
6. Help teachers develop an ability to describe evaluation and testing of other areas than intelligence. Examples are personality testing and attitudinal scales.

The teacher education department at Adrian College in New York City developed a learning styles project for teacher education candidates. In a preliminary mini-course all candidates were administered an adult

learning style inventory as they entered the program. The inventories were then processed and the students were shown how to interpret their own patterns and to understand their classmates profiles as well. Discussions followed on how this information applied to children's learning behaviors and effective teaching.

After completion of the preliminary course, students attended a general methods course that taught them to design instructional curriculum materials from a multisensory perspective. The format for the methods course included a variety of teaching behaviors that allowed the students to have actual experience in modality teaching techniques.

A search for a conceptual framework that focuses on the teacher's growth and addresses the various developmental levels they evolve through as they gain classroom experience led the writer to an examination of the advisory approach model developed by Katz (1977).

The discrepancy between anticipated successes and classroom realities that intensify feelings of inadequacy and unpreparedness is identified by Katz who outlines four stages of teacher development and specific developmental tasks that need to be accomplished through each stage. For example, in stage one during the first year of teaching, the novice teacher is preoccupied with

survival. The first stage is viewed as crucial to the continuance of the other subsequent stages -- consolidation, renewal, and maturity. Katz believes that it is precisely at this time, even more so than in student teaching, that the novice teacher needs reassurance, encouragement and guidance from a support person who is trained to understand the situation.

At this time, there can be tremendous feelings of pressure and frustration while trying to adjust to the employer's expectations, the children, their needs, and their parents.

The idea of making a concerted effort to continue a supportive, mentor-type relationship with students after they complete the internship and leave the program, is an excellent idea. In the writer's experience with internships in the past, there have been certain students who continue to pursue this type of relationship with the instructor.

To further support this idea, it is an enlightened thought to realize that the university graduations attended by the writer have primarily been students who continued to sustain contact after leaving the program. This idea of continued support to bridge the traumatic adjustment from training to workplace is especially relevant to this practicum project.

Description of Selected Solutions

The primary purpose of this practicum project was to enable students to become introspective, more in touch with their feelings and the decisions they make that effect the quality of their experience in the workplace.

With the existing structure of the college's Child Development program, the Learning and Teaching Styles Scheme needed to be implemented in an atmostphere where concepts could be carefully sequenced, monitored, and presented over a period of time with minimum external pressure.

The Child Development Center's seven staff members represented several different career levels that included assistant teachers, master teachers, and administrators. The difficulty in appealing to such a diverse group was not fully understood at the initial planning of this project. Along the way, it became clear that a better arrangement would be to have a more evenly aligned group, thus enabling the participants to communicate comfortably and exchange ideas openly with each other. This was not the case with the staff members, who understandably maintained a certain aire of professional distance in each other's presence. This, of course, was the posture assumed during their regular staff meetings and spilled over into these special sessions.

It became apparent during the fall semester, 1986, that a number of students had completed all of the core child development course requirements, therefore an internship course would be scheduled for the spring semester. The writer was asked to coordinate this experience. Modifications in the workshop plan were made after consultation with the writer's practicum reviewer and the center director. It was agreed that the material planned for the workshops would be covered as stated in the original plan, however, dissemination of the concepts could vary according to time and schedule.

The new group, the internship population, was introduced to the same concepts as outlined in Phase II. The project was then adapted to their particular needs at the field placement centers.

Given the present insights into the possibilities inherent in this project, and its value to a teaching training program, the writer could have intro- duced the entire plan to beginning students in the fall semester 1986, and then to the graduating interns, if the year's teaching schedule had been known beforehand.

The solution selected became a composite of several of the models explained earlier. The format of Adrian College's teacher education model served to point the writer in the direction in which the project would

ultimately take.

The Learning-Teaching Styles scheme was carefully planned to involve the student interns in a series of experiences to include lectures, discussions, and first-hand experiences that would enable them to manipulate concepts for themselves before applying them to the classroom. The writer would use a multisensory approach in as many ways as possible to facilitate the students' understanding of how they could also apply the same approach to their teaching behaviors.

The plan consisted of three modules presented in sequential order, with allowances for as much time as needed to carry over into the next weeks' seminar meeting. The Phase I experience proved the importance of having relaxed time with no constraints.

The scheme was divided into two phases, each similar in content but specific to the targeted populations, the center staff and the student interns.

1. Module One was an introduction into personal values and beliefs about teaching. Class exercises were planned to motivate the students to examine their personal beliefs.
2. Module Two centered on the core of the Scheme, the perceptual learning styles. It included exercises to examine personal modality strength

patterns. This information was integrated into lesson planning.

3. Module Three included exercises on personality or temperament types as they relate to teaching behaviors with young children.

Phase I was carried out with the original population during Tuesday afternoon staff meetings at prearranged intervals of time throughout the fall semester. The Phase II, with the intern population, took place during the Wednesday afternoon weekly seminar meetings.

In summary, with the introduction of the student teaching internship in January 1987, the practicum project focused on implementation of a more comprehensive Learning & Teaching Styles Scheme than originally planned. The new plan spcifically involved:

1. An expanded coverage of the learning styles concepts to include personality styles;
2. A curriculum workshop presented by alumni students from the Child Development program;
3. Increased multisensory experiences for the student interns which included a field trip to a university demonstration school and an audiovisual presentation.

Report of Action Taken

The findings of the Program Alumni Survey (see Appendix A) and the informal discussions with local child care directors provided pertinent background information to reflect upon while planning the project. The dissatisfaction levels that were closely examined suggested to the writer that students tend to leave the program with an unclear sense of their teaching strengths. An overiding goal in the project was to address these concerns by going into the core of the Child Development program and attempt to manipulate the parts perceived to affect the quality of its instructional methodology, which, to a great extent, determines the career and academic success of its graduates.

The original plan for the practicum project focused directly on the Child Development Center's staff as the target population for implementation of the Learning & Teaching Styles Scheme. Although the student interns were considered to be an ideal population to study for this project, the writer's teaching program did not include the internship. The workshop plan was initiated amidst difficulties in the availability of time for the staff to congregate together for the project and still accomplish all of the tasks they were beseiged to handle during

staff meetings.

Early in the workshop series, the Teacher Beliefs-Values Inventory (see Appendix C, Part A) was administered to the center staff. The purpose of this task was to initiate a forum for review and discussion of their teaching behaviors and their feelings about what they accomplish in the classroom. After this session, the learning styles exercises were presented, as outlined in the workshop series (see Appendix I), and in combination, these sessions became Phase I of the scheme.

In spite of the perceived mismatch, the project continued through the fall 1986 semester. By November 1986, the course selections for the next semester were announced and an internship became available for the writer.

It was necessary at this time to restructure parts of the project in order to include the new population. After consultation with both the practicum reviewer and the center director, the writer developed a plan that included two phases: Phase I, in action at that time, involved the center staff and included the dissemination of the workshop series as outlined, but with the use of a variety of ways to reach the staff members.

Phase II, planned for the student intern population, involved the same information that had been given to the

original population but included additional experiences for the students because there was more time to broaden and deepen the scheme.

From January 1987 through May 1987, the internship course became the focus of the project. The Wednesday afternoon seminar meetings, which were two hours long, became the base of operation for presentation of the modules.

The modality learning styles module was introduced at the next seminar meeting, and the students were again told it would involve an exercise that would tell them something about themselves; this time the focus would be on the way they learn.

This module began with a lead-in lecture focused on the fundamentals of learning styles theory and its relationship to cognition and effective teaching techniques. The perceptual preference profile was distributed and it was stressed that this was not a test and there were no right or wrong answers.

This exercise required about 25 minutes. Students were instructed to give numerical value to statements, then tally the columns, and these scores would give them a rough indication of their own primary, secondary, and tertiary perceptual learning strength patterns.

As students completed the scoring procedure, they were asked to place their name and scores on the board. When this was done, the faciltator grouped primary and secondary groups and listed names in the two-modality groupings. The results revealed either auditory-visual or visual-auditory with tactile-kinesthetic as the teritary or weakest strength for everyone.

According to Barbe (1985), these were predicable results and reflect the modality changes that usually begin in the early grades and continue to strengthen into adulthood. The changes reflect the educational system's heavy emphasis on reading, language, and communication skills.

The instruction continued at this point, and several ideas began to be more meaningful to the students after the exercise. As discussed in the lecture portion of the module, teachers tend to teach or prepare and present activities through their dominant modality; and disinterest or lack of understanding on the part of the children could result from the fact that most young children have tactile-kinesthetic modality strength patterns until about 7 years of age. This has been documented in the writings of Dunn and Dunn (1978), who stated that many of the problems children confront in school originate from a lack of understanding by the

teachers and administrators on the precise way in which children understand and remember best during the early years.

It was pointed out to the students at this time that since most preschoolers have tactile-kinesthetic learning patterns and school learning requires auditory strengths, learning styles educators suggest that preschool activities begin first with colorful visuals, then include tactile-kinesthetic manipulations or movement activities with lots of verbalization from the teacher. This simple procedure serves to strengthen the auditory learning modality for the preschoolers.

This discussion led to an explanation of how a multisensory perspective could be incorporated into lesson planning. The key learning was to design activities in such a way that all three of the modalities were incorporated into the planning for each activity and recorded in their written lesson plans, even in the event that not all of the multisensory areas were actually carried out when the activity was presented to the children.

Next, to reinforce the students' understanding of the concepts and to provide another dimension to the instruction, an audiovisual filmstrip on learning styles was shown at the following seminar meeting. The filmstrip, "Tell Me About Learning Styles: an explanation

for teachers", was presented and discussions were encouraged among the student interns.

The decision to include a module on personality and learning styles was triggered by a course completed by the writer during the spring semester 1987. The course was offered to community college faculty who were interested in innovative instructional programs. The graduate course entitled, "Learning Styles and Hemispheric Preferences: the 4MAT system for curriculum planning," involved 4-hour weekly meetings from February through May 1987. The design of a 4MAT system instructional unit was a major requirement for academic credit. The writer seized this opportunity to design an instructional unit model that could be included in the practicum project. A unit on personality styles was written and included in the scheme before the semester ended.

The writer had observed that a significant portion of seminar time every week consisted of talk about behavioral problems in the classroom. Certain types of behavior in children were inclined to give some of the student interns a hard time and they were eager to do something to control the children's behavior.

The module was designed by the writer in an attempt to present students with an alternative way to view

unacceptable behavior typically found in young children at the prekindergarten level. A section of personality styles, as an aspect of teaching behaviors, was actually included in the student textbook; so students were introduced to these concepts quite naturally through required readings for the course.

In this module, the writer involves the students in a number of multisensory activities that include small group tasks, child observations, personal profiles and profiles on several children, and a plotting analysis plan.

The entire instructional plan for the module on temperamental styles was integrated into the 4MAT instructional plan. The complete unit including learning styles lessons and examples of right and left hemispheric instructional activities is detailed in Appendix J.

As a result of this activity, students were able to look within and address their feelings and personal prejudices and biases. They began to understand that there are tempermental traits unique to every person, either inborn or environmentally caused, and the importance of respecting individual differences in others rather than being judgmental.

During the open discussion after the plotting exercise, several students made mental associations and

applied the concepts just learned to relationships with certain family members, noting that they never thought to look at relationships in this way. The group reinforced the idea that it is more productive to accept differences in others rather than stand in judgment and seek to change them.

The writer, as facilitator, mentioned the strategies explained by Barbe (1985) who suggested that teachers can refocus away from a difficult child when they learn to alter their reactions to the child. Understanding one's reactions to certain behaviors is very important for teachers to know. When this is understood and practiced, teachers begin to see changed behaviors in children. This attitude switch on the teacher's part frees the child to take on more acceptable behaviors. The important message here is that the teacher does not have to do something to the child but instead focuses on personal attitude and perceptions and what they were based upon.

Another multisensory experience added to the expansion of the scheme included a field trip for the interns. Toward the end of the semester after the interns had completed the master teacher experience where they take charge for a week, a field trip was planned. It was organized at this key point in the semester as a getaway experience from the rigors of internship, offering an

opportunity to look at learning and teaching as it happens elsewhere.

Arrangements were made to visit a suburban university that has a nationally-known teacher education program and a model demonstration school that displays a variety of instructional styles to enrich children's learning.

The trip proceeded smoothly and students observed a cross section of instructional styles at various grade levels, starting with an infant exercise and game program, then preschool, kindergarten, and primary grades classrooms. They were able to enter the classrooms and talk with the teachers. In essence, they walked through this experience and came away with fresh insights and a clearer understanding of how the core of effective teaching varies at different grade levels; but the approach to children remains the same when grounded in an understanding of the way children learn best.

The 15 student interns had placements in local child care centers within a 10-mile radius of the college. Twelve students were at off-campus sites and 3 were assigned to the college's child care center. For 15 of the 17 weeks in the semester, the students were obligated to the field placement experience for a minimum of 4 hours daily for 5 days a week.

Initially, the focus of the student internship was an overall classroom adjustment period. Students made direct observations, studied the pattern of events that transpired daily, and noted the behaviors of the master teacher's teaching style.

During this time, the weekly seminar meetings were primarily devoted to designing curriculum, writing lesson plans, and discussions on teaching strategies that work effectively with the young children and their parents. The seminars included lots of exchange of feelings and reactions to the field placements. Students were encouraged to critique their experiences openly at the seminar meetings and to express their concerns and fears to each other in supportive ways. As internship coordinator, the writer's responsibilities during the early phase of the experience was to schedule visitations to the participating centers and to establish a rapport with the staff and administrators.

The intensity of the students adjustment to this experience was kept in focus as the midterm evaluation period approached. This was a time for feedback and support. This was also a pivitol point when the students could assess and realign themselves for the remaining eight weeks of the semester. After the triad midterm conferences with the cooperating teachers and the student

intern, the tension levels lessened and it became an appropriate time to introduce the modules of the scheme into the seminar meetings. By now, the students were more mature and had surmounted the initial frustrations that occur in this type of intense experience.

The writer planned a varied seminar leadership posture after midterm evaluation. Building upon strategies identified by Katz (1977) and Conti (1985), the advisory facilitator instructional style was assumed as needed and the seminar meetings were structured to include more of an experiential learning format similar to the collaborative designs discussed earlier in this practicum report.

Phase II of the practicum project was planned to engage the student interns in actual multisensory experiences while, at the same time, guiding them to utilize these same techniques in their immediate preschool environment. Phase II of the Learning and Teaching Styles Scheme was structured to include:

1. An exercise to clairfy personal values and beliefs;
2. A plan to assess perceptual preferences and utilize knowledge on learning styles in lesson planning;
3. An exercise on personality and temperament

styles;

4. A field trip to a university demonstration school;
5. An audiovisual filmstrip presentation on learning styles;
6. A curriculum workshop presented by former students under consultation with the writer.

One of the primary reasons for this project was to engage students in more introspective encounters where they would be forced to think about their feelings and actions. The paper and pencil exercises congruency-incongruency and "What I Think I am Like" (see Appendix C, Part B), were first presented to students as quick ways they could begin to know themselves better.

It is important to note that the Teacher Beliefs-Values Inventory given to the center staff in its entirety during Phase I was perceived to be far too lengthy and fairly ambiguous, even for the more experienced teachers. Therefore, only Part B of the inventory was chosen for the student interns. These were concise, easy to understand, and served to motivate the students to reflect upon personal qualities.

A lead-in lecture focused on the frustrations that teachers can have when the prevailing beliefs and practices expressed by a day care center are different

from theirs. During this exercise, students were introduced to the two values-beliefs forms. They were told this was a class exercise, the papers were not be turned in, and their personal comments were highly valued by the writer. About 15 minutes was required for this part of the exercise.

After the forms were completed, students were physically grouped according to their shared responses on several of the statements. An open discussion ensued. Individuals within the groups gave their opinions while opposing views were shared and the exercise became an enlightening experience for the students as evidenced by the intensity of the dialogues and interactions. This was a kinesthetic activity that exercised introspection and analytical thinking skills. By moving around the classroom and positioning themselves in groups, the students were literally forced to consider different points of view and thus were required to reexamine their own position more closely.

The discussions were guided by the instructor who took on the facilitator role. It was intended that the exercises would leave the students with a renewed awareness that they actually had certain values that influence what they say and do. The module required approximately 1 hour and 10 minutes from start to finish.

The remaining 45 minutes was utilized for the preplanned internship agenda which always followed a carefully planned outline for each seminar meeting throughout the semester.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

This practicum was designed to remediate a problem that had been brought to the attention of the writer during conversations with former students. The transitional difficulties from training to workplace were originally perceived to be caused by the structure of the program itself. However, during the implementation stage, and as the focus of the project shifted from the original population to the internship population, it became clearer to the writer that students left the program with a weak sense of their own professional identity. The lack of flexible and adaptive teaching behaviors was then seen to be less a factor of differences between program and local centers, but an indication of the students' unrefined sense of personal values and qualities.

The skills that would enable the students to make wiser employment selections needed to become a part of the training program. The expanded plan for the practicum project now included a way to enhance students' self-identity and strengthen their professional readiness to function effectively in different situations in the midst of a variety of behaviors and personalities.

The plan set out to introduce the interns to a series of concepts and exercises that would enhance their perceptual awareness of individual differences. The multisensory approach that was incorporated into the students' lesson plans was interwoven into the structure of the modules of the Learning & Teaching Styles Scheme. This was in keeping with the belief that students should be exposed in the training process to what they will be expected to incorporate into their teaching behaviors.

It was the consensus of the writer during the implementation time that the inclusion of early reading instruction, as mentioned in the objectives, would prove to be of less significance than the addition of the other selected modules. Learning styles and multisensory instructional formats at the preschool, kindergarten, and primary grade levels serve quite naturally to facilitate the perceptual strenghts that support good readers, and teachers who know this tend to have success in teaching children to read effortlessly.

For the purpose of this report, the exercises on temperamental styles, as they related to the students feelings toward children who display difficult behaviors, became a valued addition to the project as time progressed. The writer was excited over the results which are based primarily on direct observation of the students during the class exercises.

In consideration of the general goals stated in earlier chapter, the Learning & Teaching Styles Scheme, as it was presented first to the original population and then to the intern population, was successful in meeting the stated objectives and in ways that were directly observable in the students classroom behaviors.

A discussion of the objectives will include the modifications that came about as a result of the changes made in the target population. At the end of the practicum implementation period, it was anticipated that participants would fulfill the objectives to the designated mastery levels. These expectations proved to be conservative estimates and were readily accomplished. Following is a description of the results:

Objective 1: Participation in a series of small group and individual training encounters.

Actually, for both the original population and the intern population attendance was in access of 97% at all times. The difficulties with the center staff were more aligned to not having enough time. For the interns, the weekly seminars were the only opportunity to come together as a group. Assignments needed to be turned in and lesson plans retrieved from the instructor. The shared discussions on site problems and planning dilemmas were important to the interns. Throughout the semester there was no apparent need for individual training

encounters, as suggested in the proposal. Because the groups were relatively small in number, the shared experiences were sufficient, along with phone calls, to discuss personal concerns. Individual sessions may, however, be needed in larger groups especially if a standard college course is chosen. For example, a typical child development course has 25 to 35 students and if a learning styles format is used, individual sessions may be a relevant addition for its effectiveness.

Objective 2: To examine personal beliefs and values as they relate to teaching behaviors.

The Teacher Belief-Values Inventory (see Appendix C, Part A), was given to the original population during an early phase of the implementation period. The writer's purpose at that time was to stimulate discussion of personal values and beliefs about teaching, then relate these discussions to the training of students as they came into the center to complete assignments and interact with the young children.

It became obvious very quickly that the diversity in job status, ranges of experiences, and educational backgrounds within the group were not conducive to the purpose of this project. For the student interns, the decision was made to eliminate the lengthy portion of the inventory and to include the sections that relate specifically to the area under study. The

Congruency-Incongruency checklist and the "What I think I am Like" rating scale (see Appendix C, Part B), were used with the interns to generate discussions and to initiate a deeper involvement with these concepts as they learned to examine their feelings and their values.

Objective 3: Demonstrate increased knowledge and understanding of the modality theories.

This is an appropriate time to mention the addition of another objective that precedes the modality module. A Learning and Personality Review quiz (see Appendix D) was designed by the writer to assess the students understanding of basic developmental and learning facts. The writer felt the review quiz would further the process of stimulating students to think about the materials to be presented in the learning styles project.

The Learning and Personality Review, a quiz designed for pretest and posttest assessment, consists of two sections. In Section I, there are statements on how children learn. Section II contains value statements. The interns were exposed to the review quiz during the seminar meeting that followed the midterm period in the semester to avoid any association with the grading procedure. The quiz was designed to assess their basic understanding of learning and developmental facts for young children and was explained to them as containing information that was covered in the general child

development course they had all completed earlier in the program. Table 3 describes the posttest results for one section of the review quiz.

TABLE 3

Section I LEARNING & PERSONALITY REVIEW (quiz)

N = 15

Categories:	No. of students/percentages Pretest	Posttest
(A) Basic Learning Concepts	8/58%	13/93%
(A6,8,9,10,12).....uncertain:	3	0
(B) Perceptual Learning Concepts		
Modality Learning Styles	12/89%	15/100%
(B1,2,3,4,5,7,11)..... uncertain:	1	0
(C) Personality Concepts	13/93%	15/100%
(C13,14,15).....uncertain:	0	0

A comparison of the pretest and posttest results revealed significant gains in student knowledge and understanding within all of the three categories of basic learning, modalities, and personality. Although 80% correct responses was predicted for all areas, the overall gains were in the range of 96% correct responses. There were no "uncertain" selections on the posttests and 100% correct responses for the modality and personality categories, an increase of 11% and 7% respectively.

Written responses to the sentence-stem completion sentences for the word "kinesthetic" tended to reflect a basic understanding of the word. Some of the responses

were ".....when a child plays with a toy ... like skipping and running .... when a child uses her body to experience and learn from what she is doing."

In the section on values and teaching, the posttests revealed an increase in actual written responses. There were substantially more blank spaces and brief phrases on the pretest, which suggested that the students were not accustomed to putting their feelings into words. On the posttest, however, students were able to write a reasonable pro-con point of view that was absent on the pretest. This reflects positive gains for a strategy that repeatedly challenged the interns throughout the series of exercises to freely express their feelings. This was another indication to the writer that inhibitions were falling away and students had developed greater introspection skills and had acquired more self-confidence as a result of the exercises.

The values and teaching selection of the review quiz was designed to focus on only a few specific concepts that could provoke further discussion. Lengthy assessments were avoided for this project, especially after the earlier experience with the inventory and the original population. Also, when students were asked to complete any kind of form, they tend to initially react as if it were a test regardless of the instructions given, so care was taken to avoid lengthy assessment

forms for this practicum.

Several random sample statements from the values and teaching section of the review quiz that demonstrate growth in students' thinking are presented in Table 4.

TABLE 4

SECTION II: Learning and Personality Review

(feelings and values about teaching)

#16 (pretest) "A teacher should like every child if she is a good teacher."

#16 (posttest) "Teachers have feelings too but they must learn not to let these feelings get in the way of good teaching."

#20 (pretest) "A good teacher must not be prejudice."

#20 (posttest) "It's important for a good teacher to examine what her prejudices are."

On the values and teaching section, students responded in reasonably predictable ways to the statements in the "always, never, and sometimes" categories. The task required personal value judgments, rather than right and wrong answers, and was intended to gauge students' growth over the period of time that the modules were being implemented. In essence, this section of the review quiz was viewed as an important part of the writer's evaluation on the effectiveness of the scheme.

OBJECTIVE 4: Analyze personal learning style patterns.

The modified modality learning styles profile (see Appendix E) covered personal values and attitudes. As a

primary focus for this practicum project, the instrument was to serve several basic functions for the participants: (a) to stimulate self-introspection and an awareness and acceptance of personal qualities; (b) to provide valuable guidance for the adoption of an effective teaching style; and (c) for the writer, a way to assess the benefits of exposure to the concepts and the effects on the student interns' teaching behaviors.

Tables 5, 6, and 7 describe the results of the learning styles profiles. For the student interns, Tables 5 and 7, and for the participating center staff, Table 6. Tables 5 and 6 specifically present an item analysis of the modality selections of both groups.

Table 5 reveals the pattern of modality choices for the interns and clearly reflects a visual-auditory dominance pattern, with the tactile-kinesthetic modality as a teritary strength for the vast majority of the students. One student had a visual-tactile-kinesthetic pattern. Even then, the auditory score was only one point below the tactile-kinesthetic score. Modality cluster results, as revealed in Table 5, were discussed with the student interns in an attempt to provide them with graphic evidence of how their learning styles can differ from the dominant patterns of preschool-age children.

TABLE 5

Modality Learning Styles Profile

N = 15 Student Interns

Self Rating Items:	visual	auditory	tactile/ kinesthetic
1	9	6	0
2	8	7	0
3	4	11	0
4	7	8	0
5	8	3	4
6	6	9	0
7	4	8	3
8	3	10	2
9	3	12	0
10	6	7	2

This exercise was an excellent way for students to view personal dimensions in a nonthreatening way that seemed to bolster their egos as if they had acquired some valuable information about themselves. The shared group interaction proved to be valuable as students openly discussed with each other what their profiles had revealed. The relaxed atmosphere added to the richness of the experience and produced comments similar to these: "We both have 29 on visual and I have 34 on auditory, but we both have the same pattern."

Later, we discussed other types of learning style formulas. For example, Dunn and Dunn (1978) developed their learning styles construct around the classroom environment with consideration of elements like lighting, noise, and time of day preferences. Students were delighted to learn that different environments could determine the quality of learning that takes place, and they were quick to state what their likes and dislikes are within these areas.

Although the strength patterns for the original population are similar to the student interns with a visual-auditory dominance, an item analysis revealed dominant auditory-visual patterns. Upon closer examination, stronger auditory findings were identified for one of the administrators in the group and two master teachers. This was not an appreciable difference but suggests that the effort put into refining academic skills over a period of years tends to strengthen the auditory modality since most school learning involves the refinement of this modality in the language and communication areas. The more experienced teachers could view the cluster modality information as providing a way for them to rethink the approaches they use to present learning experiences to preschool-age children who generally have learning style patterns different from adults.

An item analysis of modality choices for the original population is illustrated in Table 6.

TABLE 6

Modality Learning Styles Profile

(center staff)

N = 7

Self Rating Item Numbers	visual	auditory	tactile/ kinesthetic
1	3	3	1
2	1	6	0
3	3	3	1
4	2	4	1
5	1	6	0
6	1	5	1
7	2	4	1
8	1	5	1
9	1	6	0
10	2	4	1

The use of the modality learning styles approach proved to be a positive way for both teachers and student interns to critique and analyze their personal behaviors without threat of criticism or loss of ego integrity.

Table 7 displays cluster groupings within the three modality categories for the internship population.

TABLE 7

Cluster Modality Results

Scores on Perceptual Preference Profiles

(student interns)

	visual	auditory	kinesthetic
primary	13	12	0
secondary	12	3	3
tertiary	0	0	12

Table 7 reveals cluster groupings for the interns and indicates again that the group as a whole was strongly auditory and visually dominant.

Once the concept of modality learning styles was understood, the writer introduced the term "multisensory" and discussed its relevance to planning for preschool children according to their learning style patterns.

According to Barbe (1985) multisensory instruction implies the use of more than one way to teach a particular subject. Barbe outlined a specific order for multisensory presentation -- first, teach a lesson through one modality; then, repeat the same lesson through another modality; and finally, present the lesson again through the remaining modality.

The inclusion of a section on lesson planning was discussed including consideration of the modalities

using a multisensory approach. Emphasis was placed on including all the modalities and knowing when to emphasize one modality over another. The writer asked students to begin the inclusion at whatever level they understood these new ideas and adjustments would be made when the lesson plans were reviewed.

The exercise on tempermental styles was a highly successful way to measure aspects of personality and behavior. It allowed the students to go within themselves and to view behavior, their own and others, with less intolerance and more understanding and love.

As stated in the tempermental styles 4MAT unit (see Appendix J), the exercises enabled the student interns to become more aware of how personality traits can have a positive or negative effect on one's perceptions of others and one's behavior towards others, especially for young children who are easily traumatized by the accepting and unaccepting behavior of adults.

Toward the end of the sessions, the writer discussed various types of learning style theories other than modality concepts. In addition to Dunn and Dunn's theory with emphasis on the total classroom environment, we discussed McCarthy's teaching format that uses four learning quadrants with right and left hemispheric activities. The students appeared to enjoy this discussion on how environmental factors relate to

individual learning preferences, and they were quick to volunteer their personal likes and dislikes in these areas.

This exercise was viewed as a way to add to the students' appreciation for valuing individual differences in all areas of classroom teaching. This was another example of how the plan for the student interns involved a systematic attempt to help them identify and restructure personal values based upon a clearer understanding of their own unique style patterns.

Conclusions

Reflections on the practicum project suggest to the writer that the college's Child Development program has focused more on the mechanics of teaching behaviors and less on the development on students' professional identities. This includes the refinement of self development skills that will enable students to acquire effective teaching behaviors of young children.

The value of the scheme for the student interns was revealed in several ways. The strong showing on the final internship evaluations, especially in the areas of professionalism and interpersonal relationships with adults and children; the self-confidence that was openly expressed during the seminar meetings; and, most important, the feelings randomly expressed throughout the group that they felt better, more decisive in their

lives, and clearer about what they wanted to do in the future. For those who were about to embark on a job search, the writer noted that these students were able to verbalize the type of workplace they would feel most comfortable in and the type of situations they would be less inclined to accept.

Students who select child development as a career major often express a love for children and a concern for their welfare as reasons for choosing to work in this field. It is the writer's contention that the college's Child Development program attracts many individuals who have an unconscious desire to nurture dimensions of their own child self, and a desire to play out aspects of their childhood again.

What students fail to realize, however, is that they bring their positive and negative child emotions into their adult behaviors and often project these feelings onto the children in their care. In view of this, it is the writer's belief that the areas of personal development and the refinement of self-analysis skills that enable students in training to identify and respect their own learning and personality traits can lead to a greater acceptance of individual difference in others and thereby more effective teaching behaviors.

This is perceived to be as important to a teacher training program as learning teaching techniques and curriculum strategies.

In retrospect, the writer can also reflect on the absence of conflict within the internship group. In the past, there have usually been a few personality clashes that needed to be dealt with, but this was not the case with this group, in spite of the fact that there were a variety of personality types. Quite possibly this was coincidental; however, in consideration of the benefits of taking students through introspection training, it can be assumed that a natural byproduct would be more understanding of others as self-acceptance emerged.

Recommendations

It is the writer's recommendation that those who govern others must first master themselves. The ideas presented in this practicum report can be effectively replicated if the planner agrees to several conditons: (a) a commitment to the importance of teachers understanding themselves and their behaviors; (b) a willingness to take students through all of the steps involved in introspection training; and (c) an evaluation of their own learning and personality style patterns in addition to a values assessment before embarking on the project with others.

If students are encouraged to participate in reflective thinking skills earlier in the training program, the Learning and Teaching Styles Scheme could then concentrate on more advanced aspects of the theory during the internship period. For example, students could be encouraged to review their ideas about teaching young children early in the program beginning with the basic child development courses and continuing into all of the other courses. This would enable students and instructors to address their perceptions and beliefs about teaching and to monitor the progressive changes over time. By the time they reached the internship course, they would probably demonstrate more introspection and openness of thought and, at this point, the flexibility that is viewed to be important to good teaching behaviors would be a natural part of the students repetoire of skills and professional behaviors before they enter into the workplace.

The writer envisions a situation at the college in which all incoming students into the Child Development program would be administered an adult learning styles inventory and personal conferences would follow. Similar to the project initiated at Northern Virginia Community College (Niles and Mustachio, 1978), students would be exposed to this procedure; and then, in consultation with a teacher or counselor, an individualized plan would be

devised based on personal interests and the learning profiles.

Copies of the profiles and recommendations would be distributed to the students, the faculty advisor and the counselor. The profiles would then be subject to continuous revisions as students progress through the program.

According to Machado (1985), similar approaches help to insure that beginning teachers progress from "being watched to watching themselves" as they move along the path of professional teaching. The habit of assessing personal performance should lead to more accurate self-perceptions, and this could have an interesting effect of leading the beginning teacher away from the tendency toward self-centeredness and towards an ability to focus on the children as well as other dimensions of the teaching experience.

An assumption can be made that the flexible and adaptive teaching behaviors described as desirable for the student interns should become a natural outcome of a planned emphasis on self-development. When confronted with difficult situations, beginning teachers will be less inclined toward confrontation or withdrawal and better equipped to enter into a mature, productive resolution within themselves and with others. The Learning and Teaching Styles Scheme developed for this

practicum project is viewed as an important initial step towards this accomplishment.

In summary, the use of a multisensory approach to teaching is recommended for all educational levels. It is as effective for a college course as it is in a preschool classroom. Instructors can identify a preferred construct and plan units and lectures based upon this format. Both the 4MAT instructional plan and the modality instructional formats outlined in this practicum report are applicable for this purpose.

Dissemination

The basic structure of the multisensory design in the Learning and Teaching Styles scheme will be incorporated into all of the writer's current and future college courses. The entire Scheme, as it was developed and implemented, will be presented to interested faculty members throughout the nine campuses of the college system.

A workplan has been created to expose learning styles strategies to local child care center teachers and directors who elect to participate in the program's internship course in the future. The design of a learning styles format that could be incorporated into the instructional layout of any college course, regardless of the subject area, is currently in the process of being developed from this practicum report.

A concern for parents and the responsibility they have to guide and motivate their children to enjoy learning and to feel good about themselves has lead to a plan to incorporate learning and personality styles concepts and exercises into the parent meetings at the child development center on campus. The exercises would be tailored to the parents' level of understanding and could enable each parent to focus more specifically on the unique qualities within their child and to begin to put the urgency for early reading in its proper developmental perspective.

Finally, the writer plans to prepare and submit aspects of the practicum project for review and publication in professional educational journals.

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APPENDIX A

PROGRAM ALUMNI SURVEY

PLEASE COMPLETE THIS FORM IF YOU HAVE BEEN EMPLOYED AT A CHILD CARE CENTER SINCE COMPLETION OF THE TRAINING PROGRAM.

1. **Have you been employed in a child care facility since completion of the Child Development Program?**

   yes__ no__

   If yes to #1, please answer the following questions.

   __private center

   __public center

   __other:_____

   __more than one center since 1983: __yes __no

2. **Did you teach in: __kindergarten classroom**
   __preschool classroom
   __infant/toddler classroom

3. **Do you feel you were adequately prepared by the training program to work effectively with the center's program?**

   yes__ no__

4. **Were you required to present curriculum activities that you were NOT trained to handle?**

   yes__ no__
   If yes, please explain:

5. **Were you expected to teach formal reading instruction to the children in your classroom?**

   yes__ no__
   If yes, did you feel you were appropriately trained to plan for formal reading instruction?

   yes__ no__

6. Under what conditions do you feel preschool-age children should begin formal reading instruction?

7. Were you able to adjust to the center, its staff, and its program easily?

yes__ no__
If no, please explain:

8. Based on your employment experiences since completion of the program, suggest some ways the training program could have been more helpful to you

9. How would you describe the child care center you were employed at?

	yes	no
-academic program with formal reading	___/	___
-play oriented developmental program	___/	___
-readiness, basic skills program	___/	___
-combinations of above	___/	___

10. What else would you like to say about these experiences?_____

_____

_____

_____

APPENDIX B

LETTER TO ALUMNI STUDENTS

April 15, 1986

Dear_____

This letter is directed to all former Child Development students who completed the college's teacher training program between 1983 and 1986. As part of an effort to enhance the child care training of our students, I am conducting a survey to assess the opinions of former students.

Please complete the enclosed Program Alumni Survey form and return it to me in the self-addressed, stamped envelope by May 12, 1986.

You may contact me at the college if you have any questions. The phone number is_____.

Thank you for your cooperation.

Sincerely yours,

Beverly Barber Martin
Assistant Professor
Social Science Department/
Child Development

APPENDIX C

TEACHER BELIEF INVENTORY

(PART A)

PART I: My beliefs about teaching preschool children.

PLEASE NOTE: This exercise will help you discover what you believe about teaching. Each statement below describes a teacher practice. Many different and opposing kinds of teacher practices are presented here. There are no right or wrong answers to any of these questions. People have different points of view. The best answer to each statement is your personal belief or opinion.

Circle one number for each response.

	strongly agree	mildly agree	cannot decide	mildly disagree	strongly disagree
1. Teacher is interested in how a child works & plays rather than what he or she produces.	1	2	3	4	5
2. Teacher corrects child's answer or behavior to get adult-acceptable responses.	1	2	3	4	5
3. Teacher helps or provides information to the child only when absolutely necessary.	1	2	3	4	5
4. Teacher provides interpersonal support for children's exploration and never pushes children toward higher levels of achievement.	1	2	3	4	5
5. The child's own interest and involvement in an activity is his or her reward; the teacher does not provide other rewards such as praise, privileges, prizes.	1	2	3	4	5
6. Teacher strongly encourages dramatic play as a means of solving emotional problems.	1	2	3	4	5
7. Teacher adjusts language to child's level, or uses child's own words.	1	2	3	4	5
8. Teacher is interested in activity or task completion.	1	2	3	4	5
9. Teacher acts as source of information by lecturing or explaining.	1	2	3	4	5
10. Teacher provides major segments of the day for free play.	1	2	3	4	5
11. Teacher permits child to use materials and equipment in ways he or she wants rather than the way they are designed to be used.	1	2	3	4	5
12. Teacher accepts child's answers and responses even if not correct.	1	2	3	4	5

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	strongly agree	mildly agree	cannot decide	mildly disagree	strongly disagree
13. Teacher structures each day depending on spontaneous choices of children.	1	2	3	4	5
14. Teacher uses as rewards very selective praise, attention, recognition, grades, prizes, candies, or other rewards.	1	2	3	4	5
15. Teacher provides opportunities for cooperation and group work throughout the day.	1	2	3	4	5
16. Teacher permits use of any sources of information or experience a child may want to have.	1	2	3	4	5
17. Teacher permits the child to leave an activity or task before finishing it.	1	2	3	4	5
18. Teacher stresses using materials in prescribed ways.	1	2	3	4	5
19. Teacher uses adult-level language with child, or requests child to use the teacher's words.	1	2	3	4	5
20. Teacher is interested in the quality of final products, and in the child's ability to meet adult standards.	1	2	3	4	5
21. Child is encouraged to follow teahher's set plan of activities.	1	2	3	4	5
22. Teacher provides child with situations that make her or him experiment, explore, and solve problems on her or his own.	1	2	3	4	5
23. Teacher initiates and/or directs activity appropriate to the child's level.	1	2	3	4	5
24. Teacher changes child's behavior by using special activities, like games, structured materials or computers that allow for immediate correction of child's error.	1	2	3	4	5
25. Teacher allows child to follow his or her own interests, but ensures that materials used are appropriate for child's developmental level.	1	2	3	4	5

PART II: My beliefs about professionalism in teaching.

Circle one number for each response.

	strongly agree	mildly agree	cannot decide	mildly disagree	strongly disagree
1. Professional growth can involve coursework which does not pertain to children and/or families.	1	2	3	4	5
2. A teacher can grow professionally by studying children in the classroom.	1	2	3	4	5
3. It is unprofessional to keep using the same techniques over and over.	1	2	3	4	5
4. It is difficult to feel like a professional when salaries are so low.	1	2	3	4	5
5. Most teachers who pursue professional skills receive little recognition for their efforts.	1	2	3	4	5
6. You can learn all you need to know about handling children's behavior by watching other teachers.	1	2	3	4	5
7. Professional commitment is more important than professional growth.	1	2	3	4	5
8. One of the real causes for the lack of status of early childhood teachers is their own attitudes toward professional growth.	1	2	3	4	5
9. Being professional includes proper make-up and clothing at work.	1	2	3	4	5
10. Professional association fees are so expensive that teachers can rarely afford to join.	1	2	3	4	5

(PART B)

WORKSHOP EXERCISE: BEING REAL

(feelings of congruency-incongruency)

PLEASE NOTE: Identify the following statements as either true or false. Note the statements which you felt were controversial.

CHECK ONE OR MORE, AS NECESSARY.	yes	no	uncertain	controversia
1. I should behave calmly and coolly at all times.	___	___	___	___
2. I never feel helpless or angry with children in my care.	___	___	___	___
3. In classroom interaction, children's feelings are more important than teacher's feelings.	___	___	___	___
4. A competent teacher keeps emotions under control at all times.	___	___	___	___
5. I love all the children in my care equally.	___	___	___	___
6. I treat all children alike.	___	___	___	___
7. Children are handled individually and differently by most teachers.	___	___	___	___
8. A continuous, positive, warm, affectionate adult/child relationship is easily maintained on a day-to-day basis.	___	___	___	___
9. A teacher's emotions are easy to hide from children and other teachers.	___	___	___	___
10. A teacher should try always to be positive rather than negative even if feelings toward a child are negative.	___	___	___	___
11. Continuous positive comments are not real and sincere, and children know it.	___	___	___	___
12. Each teacher has certain personality traits they favor in children.	___	___	___	___
13. Some teachers favor boys over girls.	___	___	___	___
14. I have no prejudices.	___	___	___	___
15. A good teacher knows about all new methods and teaching techniques.	___	___	___	___

PART III: Self analysis:"what I think I am like"

PLEASE NOTE: Find where you think you belong on the line. Draw a stick person ( ) somewhere on the line to indicate where you belong.

Talkative _____ Quiet

Eager to please _____ Self-assured

Outgoing _____ Shy

Punctual _____ Late

Accepting _____ Rejecting

Leader _____ Follower

Flexible _____ Rigid

Sense of humor _____ Serious

Organized _____ Disorganized

Academic _____ Nonstudious

Patient _____ Impatient

Warm _____ Cool

Enthusiastic _____ Apathetic

Active _____ Passive

Open _____ Secretive

Direct _____ Indirect

Communicator _____ Noncommunicator

Autonomous _____ Conformist

Creative _____ Noncreative

Animated _____ Reserved

Talented _____ Average

Specialist _____ Generalist

APPENDIX D

LEARNING AND PERSONALITY REVIEW QUIZ

13. ___/___/___ A teacher's own personality can influence how well she/he adjusts to the children's personalities.

14. ___/___/___ Preschool children have a variety of inherited personality or temperamental traits that influence how they behave in the preschool classroom.

15. ___/___/___ It is most important for a preschool teacher to get a child to be obedient and to do what they're told to do, whether they want to or not.

PART II:

WRITE A BRIEF RESPONSE TO THE FOLLOWING STATEMENTS:

16. A good teacher understands that learning can happen anywhere and at any time for young children.
Response:

17. A good teacher should treat each child the same way.
Response:

18. Preschool-age children are seldom able to check their own behaviors; teachers must be in control at all times.
Response:

19. A teacher should hide his or her true feelings and behave friendly and happy at all times.
Response:

20. A teacher must be free of all prejudices and biases.
Response:

L.T.S.S.

MODALITY LEARNING STYLES PROFILE

LEARNING MORE ABOUT YOURSELF 101
(modality learning styles)

Listed below are incomplete sentences, each followed by three ways of completing them. Distribute ten points among the three phrases. Divide the ten points according to how strongly each phrase describes you. The phrase that describes you best would get more points than the phrase that least describes you.

A. My emotions can often be interpreted from my:	__facial expressions.	__voice quality.	__general body tone.
B. I keep up with current events by:	__reading the newspaper thoroughly when I have time.	__listening to the radio or watching television news.	__reading the headlines or spending a few minutes watching t.v. news.
C. If I have business to conduct I prefer to:	__write letters, since I then have a record	__telephone, since it saves time.	__converse while doing something (tapping foot or pencil, etc.
D. When I'm angry, I usually:	__say nothing, walk off	__tell others why I'm angry	__tense up physically.
E. When driving, I:	__like quiet so I can concentrate.	__turn on the radio as soon as I enter the car.	__shift my body often to avoid getting tired.
F. When dressing, I consider:	__color & coordination of clothes.	__nothing in particular, but I can explain why I picked which clothes.	__what I will be doing & how comfortable I want to be.
G. At a meeting, I:	__take notes, watch people's faces.	__enjoy discussions in which I have an opportunity to present my point of view.	__like frequent breaks.

(TURN TO PAGE TWO)

H. In my spare time, I would rather:	__watch t.v.,go to a movie or the theatre,read.	___listen to the radio or records, attend a concert, pla an instrument,talk to friends.	__engage in physical activity of some kind (sports, handwork, etc.)
I. Under stress,I would discipline a child by:	__separating child from the group, giving a stern look.	__scolding,telling the child what he/she did wrong.	__holding child's arm, picking child up,other physical action.
J. When rewarding a child,I:	__smile,give stick-ons, post child's work for others to see.	___give oral praise to child.	__give a hug, a pat on the back.

TOTAL _____VISUAL _____AUDITORY _____KINESTHETIC

(Adapted from Teaching Through Modality Strengths, (p.42), Barbe, W.B. & Swassing, R.H., 1979, Zaner-Bloser, Inc.)

TEMPERAMENT STYLES PROFILE

UNDERSTANDING TEMPERAMENTAL TYPES

Name:_____ Age____ ____
(only for child)

Date:_____

slow _____ fast (activity level)

regular _____ irregular (rhythmicity)

cautious _____ impulsive (approach/withdrawal)
(decision making)

very adaptable _____ nonadaptable (adaptability)

high _____ low (intensive reaction)

quick _____ slow (responsiveness)

negative _____ positive (quality of mood)
(pessimistic) (optimistic)

low _____ high (distractibility)

long _____ short (attention span)

DIRECTIONS:

(A) Read each of the nine traits and their opposites carefully.
(B) Place a dot on each line that describes person you are assessing.
(C) Complete a profile for yourself and for the (2) selected children.
(D) Transfer the profile results onto a plotting sheet for comparison (optional).
(E) Consult with your instructor after completing steps A,B,C, and D.

(Adapted from Early Childhood Practicum Guide, (p. 42), Machado, J.M. and Meyer, H.C., 1984. Delmar Publishers Inc.)

APPENDIX G

L.T.S.S. ADULT CRITERIA FOR TEMPERAMENT STYLES

TEMPERAMENTAL STYLES
(criteria for understanding characteristics)

(ADULTS)

1. ACTIVITY LEVEL = Level of physical and mental activity.

   very active----------inactive,quiet

2. REGULARITY(rhythmicity) = Preference for predictable routines or spontaneity.

   very regular/predictable-----very unpredictable

3. DISTRACTIBILITY = Degree to which extraneous stimuli affects behavior; readiness to leave one activity for another.

   easily distracted by outside events,activities, or people----------very focused, despite distractions

4. APPROACH-WITHDRAWAL = Ways of responding the first time to a new situation.

   enjoys new people, experiences----------dislikes having to face new people & experiences

5. ADAPTABILITY = Ease of adjustment to new ideas or situations. (after the initial response)
   adapts easily to change----------has difficulty adapting to change

6. PHYSICAL SENSITIVITY(Threshold of responsiveness) = Sensitivity to changes in the environment including noise.

   very aware of changes in the environment----------not too attuned to changes in environment

7. INTENSITY OF REACTION = Energy level that characterizes a response (either positive or negative)

   very intense responses----------quite calm responses

8. PERSISTENCE/ATTENTION SPAN = The amount of time devoted to an activity, even when it is difficult and the ability to continue working when distracted.

   stays with a task despite distractions----------leaves a task if there are distractions

9. QUALITY OF MOOD = General optimism or pessimism; tendency to enjoy things uncritically or to be more selective about situations enjoyed.

   happy, optimistic----------sad, pessimistic

(Adapted from Early Childhood Practicum Guide, (p.43), Machado, J.M. and Meyer, H.C., 1984. Delmar Publishers Inc.)

APPENDIX H

L.T.S.S. LEARNING STYLES EVALUATION FORM

VALUES ASSESSMENT

LEARNING & TEACHING STYLES SCHEME

PLEASE COMPLETE THE FOLLOWING SENTENCES SO THAT I CAN KNOW HOW YOU FEEL ABOUT THE SPECIAL EXERCISES WE'VE HAD THIS SEMESTER.

1. The Learning & Teaching Styles information has helped me to know more about:_____
   _____
   _____
   _____

2. Knowing my own learning style pattern has helped me to:_____
   _____
   _____
   _____

3. Knowing the learning and personality style behaviors of preschool children allows me to help them to:_____
   _____
   _____
   _____

4. The exercises that meant the most to me were:
   _____
   _____
   _____
   _____

ADDITIONAL COMMENTS:

APPENDIX I

LEARNING STYLES WORKSHOP SERIES

WORKSHOP SERIES

PARTICIPANTS: Six teachers from the preschool laboratory classrooms and four teacher assistants (college work study students).

LENGTH OF SERIES: Ten Months

LENGTH OF SESSIONS: Sixty Minutes

APPROXIMATE TIME FRAME FOR EACH SESSION:

Review and/or introduction	= 5 minutes
Lecture/discussion time	= 35 minutes
Question & answer time	= 10 minutes
Evaluation	= 10 minutes

PURPOSE OF WORKSHOP SERIES:

1. To strengthen teachers' understanding of personal teaching behaviors.
2. To introduce modality-based learning styles concepts to teachers.
3. To increase teachers' awareness that teaching personalities are influenced by personal values, beliefs and learning styles.

GOALS OF WORKSHOP SERIES:

1. To refine teachers' self evaluative skills.
2. To provide teachers with information on modality-based learning styles theories.

GOALS - continued

3. To assist in creating a learning styles classroom.

ANTICIPATED OUTCOMES OF THE WORKSHOP SERIES:

1. Teachers and staff members will increase their understanding of individual teaching behaviors.
2. Teachers and staff members will review how attitudes shape behaviors in the classroom.
3. Teachers and staff members will demonstrate the ability to describe their own styles of learning and teaching behaviors.
4. Teachers and staff members will understand how their behaviors can influence progress of students and children.

WORKSHOP SESSION 1: INTRODUCTION

A. Date/Time: August 12, 1986
1:00 - 1:45 p.m.

B. Location: Child Development Center

C. Goals: To introduce practicum project to participating teachers and staff members, and provide a brief overview of learning-teaching styles theory.

D. Objectives:

1. outline specifics of project:
   (a) purpose of project for writer
   (b) value of project for participants
   (c) time required
   (d) participants responsibilities
2. describe learning styles theory using real-life situations.
3. present participants with learning styles exercise.

E. Tasks/Resources:

Sample Learning Styles Assessment

TASK WORKSHOP SESSION 2:

A. Date/Time: (individually arranged)

B. Location: (individually arranged)

TASK: The pre-test version of the Teacher Belief Inventory will be administered to the workshop participants on one or more private sessions, as needed.

Appointments will be made with each classroom's teaching staff. The directions and purpose of the instrument will be carefully explained.

The writer will establish personal files for each workshop participant. The files will be kept in a mutually agreed upon location in the Child Development Center, but will be accessible only to the participants and the writer. These files will contain the personal information gathered throughout the workshop series:

(a) checklist exercises and scores

(b) notes on classroom environmental assessments

(c) notes on teachers' teaching behaviors

WORKSHOP SESSION 3: PROFESSIONAL GROWTH: PERSONAL VALUES AND BELIEFS IN TEACHING

A. Date/Time: September 17, 1986
1:00 - 2:00 p.m.

B. Location: Child Development Center

C. Goals: To stimulate teachers' awareness of professional growth needs and how this relates to the quality of their classroom performance.
To build upon teachers' self-evaluative skills.

D. Objectives:

1. review Katz'(1977) four stages of development and training needs of preschool teachers:
   (a) survuval
   (b) consolidation
   (c) renewal
   (d) maturity
2. self selection of teachers' professional growth levels from the developmental stages outlined above.
3. discuss teacher role satisfactions and frustrations in relation to personal growth.

E. Tasks/Resources:

Congruency-Incongruency Instrument (Appendix C).
Review Teacher Belief Inventory for information relevant to subsequent workshops.

WORKSHOP SESSION 4: MODALITY-BASED OR LEARNING STYLES THEORY

A. Date/Time: October 15, 1986
1:00 - 2:00 p.m.

B. Location: Child Development Center

C. Goals: To introduce modality-based theories to workshop participants and involve them in a written self-evaluative exercise.

D. Objectives:

1. define modalities:
   (a) visual modality
   (b) auditory modality
   (c) kinesthetic-tactile modality
2. discuss the ways individuals learn.
3. describe modality-based or learning styles theories.
4. relate learning styles to teaching behaviors.
5. present a modality-based instrument.

E. Tasks/Resources:

Present modality-based checklist (20 minutes)
Self-scored by workshop participants during and after workshop session with assistance (Appendix E).

WORKSHOP SESSION 5: LEARNING STYLES

A. Date/Time: November 12, 1986
1:00 - 2:00 p.m.

B. Location: Child Development Center

C. Goals: To enable participants to learn more about their individual learning style preferences and to provide more information on the modality-based theory.

D. Objectives:

1. define terms: learning style dominance preferences (Barbe, 1985).
   (a) primary modality
   (b) secondary modality
   (c) tertiary modality
2. define term: mixed modality
3. describe various style pattern

E. Tasks/Resources:

eye movement exercises (diad groupings)

fantasy imagry exercises (individual)

WORKSHOP SESSION 6: TEACHING STYLES

A. Date/Time: December 17, 1986
1:00 - 2:00 p.m.

B. Location:

C. Goals: To match learning styles to teaching styles and assist participants in categorizing the teaching organization of their classrooms.

D. Objectives:

1. Step 1: describe categories of classrooms:
   (a) structured/programmed classroom
   (b) open/interactive classroom
   (c) child centered classroom
2. Step 2: brainstorm a listing of desirable teaching characteristics under the categories stated above.
3. Step 3: assist participants in matching characteristics to categories.

WORKSHOP SESSION 7: CLASSROOM ENVIRONMENT AND LEARNING STYLES CONCEPTS

A. Date/Time: January 21, 1987
1:00 - 2:00 p.m.

B. Location: Child Development Center

C. Goals: To explore environmental design of classroom as it applies to teaching styles and behaviors and the learning outcomes of students and children.

D. Objectives:

1. describe ways that classroom design relates to teacher personality and learning style preferences.
2. discuss specific areas of classroom influenced by style preferences of teachers (Barbe, 1985):
   (a) color
   (b) lighting
   (c) placement of learning centers and furnishings
   (d) rigidity and flexibility of daily schedule
   (e) time of day and success of curriculum planning
3. review classrooms and discuss visitations

E. Tasks/Resources:

Classroom visitations from observation booths resulting in written assessments and personal consultations with teachers.

WORKSHOP SESSION 8: LEARNING STYLES THEORY UTILIZED IN THE PRESCHOOL CLASSROOM

A. Date/Time: February 20, 1987
1:00 - 2:00 p.m.

B. Location: Child Development Center

C. Goals: To utilize learning styles concepts for in writing lesson plans and in planning activities for preschool children.

D. Objectives:

1. describe and discuss learning style traits of selected children in the classroom of participants.
2. brainstorm ideas for planning a learning styles curriculum:
   (a) for language arts
   (b) for science
   (c) for art
   (d) for music and movement
3. Assigning modalities to preschool activities:
   (a) auditory activities
   (b) visual activities
   (c) kinesthetic-tactile activities
4. Plan to review specific children according to guidelines of checklist instrument.

E. Tasks/Resources: Learning Styles Instrument for Yg. Children 0-4 years of age

WORKSHOP SESSION 9: RAP-UP

A. Date/Time: May 4, 1987
1:00 - 2:00 p.m.

B. Location: Child Development Center

C. Goals: The final group session will provide an opportunity to discuss learnings and shared experiences from the workshop series. In addition to the individual review of styles and strengths (Task Session 9), the participants will be encouraged to elaborate on their use of the information acquired from the workshop series.

D. Objectives:

1. brainstorm benefits of series:
   (a) for self awareness and personal growth.
   (b) for evaluating students-in-training.
   (c) for planning curriculum activities for children.

APPENDIX J

4MAT INSTRUCTIONAL UNIT

Temperament Styles: Implications for college teaching

Beverly Martin
Learning Styles & Hemispheric Dominance
City Colleges
Winter 1987

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OPENING STATEMENT:

A chronic problem exists in the management of young children. There is a tendency to look to how-to manuals for strategies to handle behavioral situations. Preschool teachers in training are encouraged to be sensitive to all areas of growth and development and at the same time steer the child's more primitive, unacceptable behaviors into socially-acceptable patterns. Child development texts and manuals have utilized the prevailing developmental theories to form the basis for the techniques they advocate. However, the focus is generally on the child with the teacher or parent needing to effect some change in the child by using a variety of learned techniques.

One purpose of this unit is to establish new awareness in this topic area, and thereby shift emphasis from an external focus on controlling the behavior of others to understanding how one's own personality impacts on others, especially young children.

TIME FACTOR:

The Child Development student teaching seminars on campus meet every Wednesday from 1:30 to 3:30 p.m. for the entire semester as the student teachers (s.t's) are actively involved in field placement teaching assignments. The 4MAT unit was originally planned for two 50-minute sessions, a total of one hour and forty minutes. Actually, the second session alone totalled over one and a half hours, therefore effective completion of this project should allow for an excess of two hours.

UNIT: EFFECTIVE TEACHING STRATEGIES

TOPIC: Personality Styles

LEARNING UNIT: Temperament & Control: styles & strategies

CONCEPTS:	PROCESS OBJECTIVES: Upon completion of this unit, the student will:
1. Every person has a unique personality and temperament is an aspect of this uniqueness.	1. be able to differentiate between basic temperament styles.
2. Individual temperaments have both positive and negative aspects that are expressed depending on the intensity of a person's feelings at any given time.	2. be able to identify and describe their own temperament style.
3. Children's temperament styles vary and should be responded to individually.	3. be able to identify specific children's basic temperament style patterns.
4. Awareness of temperament style differences can lead to more effective teaching.	4. be able to discuss intervention strategies to channel unacceptable behavior, and to enhance children's learning.

QUADRANT I

Activity(1R): Several problems were brought forth that students in the group had actually mentioned to the instructor. Finding ways to handle behavioral problems in preschool settings is an on-going concern that frustrates students during much of their student teaching experience. It had become obvious that there was too much use of "time out" as a way to handle yg. children's unacceptable behavior. The plan was to introduce a new focus to an old problem. First, there needed to be a hook to help students become more receptive. Both actual and hypothetical situations on classroom control were distributed on paper. Students were paired in two's to problem solve - to discuss, take notes, and present to the group.

Seminar 1
20 mins.

Activity(1L): Open discussion of s.t's reactions to the problem situations. Instructor guided students to identify and categorize responses. As expected, their reactions tended toward control methods like "time out, talk to parents, discuss behavior with child, offer alternative choices."

Seminar 1
10 mins.

QUADRANT II

Activity(2R): As students gave their responses (1L), instructor tallied the results on the board in four categories to provide immediate visual evidence. It was noted to the students that most of their responses were "outer-control" directed or that their thought processes focused more often on finding reasons outside of themselves to explain or adjust behaviors of children.

Seminar 1
10 mins.

(categorized responses of five groups)	teacher	child	parent	others
	2	1,2,3 4,5	2,4	2,3,5

EVALUATION(first): As a result of this activity, students were able to understand and verbalize how few of their choices for solutions had involved the teacher as being a part of the problem.

TASK: To facilitate further personal involvement, directions were given to students to observe and select several children who they consider to be "easiest to relate to" and several who are "most difficult to relate to." They were asked to bring the listings to the next seminar meeting.

5 mins.

Activity(2L): Seminar 2, 20 mins. Utilizing concepts explained by Thomas & Chess (1968) and Freedman (1974), a brief lecture was given on the developmental and theoretical aspects of personality and temperament. Included was - a basic understanding of what personality is; its components; what temperament is; whether inborn or learned; how temperament shapes person's attitudes, behaviors and judgments of others; explanation of the T/C dimentional scale and how it guides teachers to understand more about specific aspects of themselves and others, thus providing some basic knowledge of why they may make positive or negative projections to some children and not to others. Also, Soderman's (1981)) general models for children - easy to handle, hard to handle, slow to warm up - and how they interface with T/C's dimensions. (A)

QUADRANT III

Activity(3L): Seminar 2, 15 mins. To reinforce learning, student teachers completed forms (T/C Scale) for each of the selected children in each category. S.t's were guided first to select one child from each category - one they find the easiest to relate to from that group, and one they find the most difficult to relate to from the second group.

Activity(3R): Seminar 2, 15 mins. To personalize the learning experience, s.t's completed the T/C Scale on themselves, using the adult criteria. (B)

EVALUATION(second): Several of the original problems were reintroduced S.t's were asked to respond again, this time from their understanding of teachers' role in perceiving and reacting to the different behaviors of young children.

QUADRANT IV

Activity(4L): Seminar 2, 10 mins. S.t's were asked to transfer their information from the temperament scales to a plotting form with markers - one graph completed for each child and one personal. (C)

Activity(4R): Seminar 2, 5 mins. For s.t's to "massage" the concepts, they were directed to place each child's graph over their personal graph and to reflect on the similarities and differences. Students shared their findings with the total group. There were feelings of elation expressed as the graphs revealed broad differences or similarities, thus validating the credibility of the activities. Some of the students had been inclined not to take these activities serious. They probably would have felt more comfortable with a listing of guidance strategies to use when children

demonstrate unacceptable behaviors. These activities needed to make sense to them in order to be valid and they had to have some visual awareness of personality differences in their immediate experience.

EVALUATION(third): Each student teacher shared his or her personal findings with the group. They were guided to focus more specifically on the feelings generated from this new awareness and what this knowledge can mean to them as they go back to their practicum sites and interact with the children.

15 mins.

DISCUSSION: The correlation between the easiest and most difficult graphs tended to confer appropriately with the s.t's graphs, i.e. in most cases the most difficult child selected was clearly at variance on the graph when compared to the s.t's own graph.

SUMMARY: This is, of course, an unscientific way to measure aspects of personality and behavior. It was, however, a quick and easy procedure to help students gain some awareness of how personality traits (temperament, in this case) can have a positive or negative effect on one's perceptions of others and one's behavior toward others, especially young children who are easily traumatized by the accepting and unaccepting behavior of adults toward them.

This unit was an enlightening experience for the instructor. It was a first time experience during the Spring semester, 1987. Reflecting further, this type of insensitivity based mainly on personality trait differences and differential treatment, could be considered to be as detrimental to a young child's developing self esteem as the other forms of prejudment or prejudice that are commonly known.

FOLLOWUP IDEAS: Specific intervention strategies can be developed to accompany this unit and direct the student away from the use of discipline tactics - eg. a child with a very short attention span can learn to lengthen it. Give the child activities which can be completed quickly at first, then plan an activity which takes a little longer to finish and encourage the child to remain with it. Also, identify the child's interests. Machado (1985)

TEMPERAMENT STYLES

(plotting sheet)

Task (A) Select child you feel is "easiest" and another who is "most difficult" in terms of behavior in your classroom.

1		activity level
2		rhythmicity
3		approach/withdrawal
4		adaptability
5		intensive reaction
6		responsiveness
7		quality of mood
8		distractibility
9		attention span

(B) Complete a profile for yourself and one for each of the children you selected.

(C) Plot your scale on graph (above); do same for each child, then compare.

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